



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department  
for Education

Created by





This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

**The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).**

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

## Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Purchase of equipment for the yard and for OPAL.	Chn were active more and behaviour issues reduced. More chn interested in different sports/activities – skipping, hula hooping,	
CPD for PE lead	PE lead clear on assessment Network links with other schools -sharing resources/bus to sporting competitions.	
Dance City – Y3	Chn active more Self-esteem and confidence increased for chn. Enrichment opportunity Parental involvement to watch the performance.	

SLA offer	More sporting opportunities/events for chn to participate in (Santa Dash etc)	
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## Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Run 'Wake Up Shake Up' early morning session 8.30-8.45	Children who attend Wake Up Shake Up - from y1 -y6	<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<p>To encourage more pupils to attend school earlier and get involved in additional physical activity.</p> <p>High participation amongst pupils involved in 15 minutes of higher intensity physical activity before/during the school day. Many pupils start the school day energised with a positive mental attitude.</p> <p>Continue to run and promote this, embedding extra physical activity into the school day for short bursts of time to break sedentary periods.</p>	£2840

<p>Extra-curricular activities</p>	<p>Children from y1-y6</p> <p>Targeting least active children</p>	<p><b>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b></p>	<p>Extra-curricular activities to interest and engage a wider range and greater number of children in physical activity (aiming to encourage least active and more disadvantaged children to attend) and exploring pupil voice.</p> <p>Higher engagement in extra-curricular activities by a range of pupils due to pupil voice. Development of pupils' wider skills (e.g. social, personal, leadership etc.) due to sport/play leader opportunities.</p> <p>Continue to allow pupil voice to lead in decision-making, regarding extra-curricular offers.</p>	<p>Running club - £265 (one term)</p> <p>Dance club - £550 (2 terms)</p> <p>Football £555</p> <p>Cricket - £150</p>
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<p>Pupils to leave KS2 with a 25m swimming proficiency.</p>	<p>Children from years 5 and 6</p>	<p><b>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b></p>	<p>Higher percentage of Y6 cohort will leave KS2 able to swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Offer additional swimming opportunities where possible to raise attainment in swimming, in order to meet end of KS2 National Curriculum requirements.</p>	<p>£243 Staff members chaperoning children to swimming pool</p> <p>£600 Additional swimming lessons for year 6 'catch-up'</p>
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<p>Invest in a range of PE equipment bought for lessons and as outdoor equipment. (bean bags, basketball hoops, tennis balls etc)</p>	<p>All children</p>	<p><b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b></p>	<p>Invest in a range of PE equipment adding to existing inventory to increase the quality of the delivery of PE across school for all pupils and are physically active at playtimes and lunchtimes.</p> <p>PE lessons are of high-quality, supported by appropriate equipment.</p> <p>Playtimes show children being engaged in physical activity (pupil voice)</p> <p>Continue to audit PE provision in line with PE curriculum offered and ensure quality of stock is maintained.</p>	<p>£570</p>
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<p>Increase awareness of PE and sporting activities in school with pupils, parents and the wider community.</p> <p>Share posters on School Dojo regarding local sporting events and group - netball, football, golf, Houghton Dash, SAFC Women,</p> <p>Make school improvements to better allow pupils to explore their environment through outdoor learning, positively affecting their wellbeing and mental health.</p>	<p>All children</p>	<p><b>Key indicator 1:</b> The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Raised awareness of the importance of sport and its presence within school. Development of pupil confidence and self-esteem due to celebration of success (including both sporting skills and wider skills used). Pupils want to share this success and improve, with an increased focus on personal best. Pupils active in all weathers, building resilience and maintaining engagement in PA.</p> <p>Continue to audit and improve (where necessary) the school's physical environment.</p> <p>Maintenance of outdoor area - football pitches, grassed areas etc</p>	<p>£3000 - Audit and make necessary improvements to the school's physical environment to create a stimulating playground for pupils, and to better support outdoor learning and the promotion of physical activity, including Early Years.</p> <p>£1200 - Introduce 'all weather' equipment that children can interact with in different ways to help build their physical literacy - e.g. balls, bats</p> <p>£1000 - Staff member to maintain and monitor OPAL</p> <p>£1400</p>
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<p>In order to improve the progress and achievement of all pupils, a focus is to be placed upon up-skilling staff and ensuring they have the knowledge, skills and confidence to plan, teach and assess PE at a high standard.</p> <p>Use of coaches in school to model good practice to staff members who deliver PE lessons (dance - North East Dance-, tennis, cricket, football etc.)</p> <p>Subject leader to monitor PE curriculum offer to achieve Active Charter and School Games Mark.</p>	<p>PE lead</p> <p>All staff who teach PE</p> <p>Children</p>	<p><b>Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</b></p>	<p>Subject Leader and staff teaching PE have strong subject knowledge and increased confidence to lead the subject, support staff and deliver high-quality provision. Staff and pupils take valuable knowledge and skills away from sport coaches, which can be applied to a range of sports. Pupils receive a high-quality PE curriculum. Pupils more engaged and active for sustained periods of time, building resilience and establishing positive relationships with PE, striving for personal best and evaluating their own strengths and areas for improvement. PE taught discretely and regularly in EYFS with a focus on skills (linked to early learning goals) and children becoming more physically literate sooner.</p> <p>Continue to establish links between PE and other curriculum areas showing: English (through reading) and SMSC (with focus on RealPE 'cogs', supporting the</p>	<p>£120</p> <p>Subject leader to participate in appropriate training and attend related conferences. Relevant CPD to be delivered to whole-school staff.</p> <p>£1,067 Online, interactive RealPE scheme planning/learning via the Jasmine Active platform - available for staff and pupil view.</p>
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<p>Subject leader to use staff survey to understand CPD needs to upskill staff</p> <p>LSAs to participate in CPD for active play at lunchtimes - Silksworth Community, Tennis and Wellness Centre</p>			<p>holistic development of children).</p> <p>Continue to work with sports coaches to support staff in delivering high-quality sports provision.</p> <p>SL knows strengths and developments from staff. Organise CPD where needed.</p> <p>LSAs continue to lead outdoor play and learning during lunchtimes using equipment and games. More children are physically active throughout the day.</p>	<p>Dance coaches in to lead sessions and provide CPD £640</p>
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<p>Offer a wider range of activities both within and outside of the curriculum</p>	<p>Involve external coaches/organisations to work alongside staff to broaden PESSPA that school offers, ensuring that pupils are exposed to sports they may not usually engage with e.g. cricket match, Judo, street dance, fencing,</p> <p>Liaise/partner with other schools to run SS and PA events.</p>	<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Offer a wider range of activities both within and outside of the curriculum in order to get more pupils involved in SS and PA.</p> <p>Coaches/sessions develop skills and inspire pupils to participate in sports they may not otherwise be exposed to. Pupils are regularly involved in SS and PA.</p> <p>Children make links to local cricket club and attend their weekly sessions at the club.</p> <p>Continue to promote flyers/posters from SLA for a wide range of sports/activities on Class Dojo</p> <p>School football team travel to football matches and cost of staff chaperoning matches.</p>	<p>£350 Balance bikes tuition for EYFS</p> <p>Eppleton Cricket Coaches in school for session for y1 and y6 Free. Durham cricket sessions y2-y5 - free</p> <p>Fuel costs to transport children £50</p>
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<p>Encourage physical activity and give pupils increased opportunities to play competitive sport. Ensure a range of events/competitions are entered - football (girls and mixed teams), cricket, tennis, rugby (Newcastle Falcons trip), skipping</p> <p>Encourage all groups of children to participate in competitive sports - mixed and girls' football, Panathlon - KS2 SEND chn,</p>	<p>All children</p>	<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	<p>Develops a range of skills in pupils (e.g. motivation, determination, perseverance etc.) Pupils have more resilience. Participation in competitive sport is high.</p> <p>Re-join SLA in next academic year to provide pupils with increased opportunities to play a range of competitive sports.</p> <p>Ensure a range of pupils attend a higher number of sport events (through the SLA) next academic year, targeting those least active.</p> <p>Create more opportunities to partner with other schools to run sports activities and competitions.</p> <p>Continue the school football team, promoting competitive sport outside of school</p>	<p>£2400 SLA fee (silver)</p> <p>£ 540 Staff members to chaperone after-school football matches (including girls only football)</p> <p>£70 Football league fees</p>
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## Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p>CPD and sessions for staff and children – cricket and dance</p> <p>Raising the profile of PESSPA Sports events Street Dance, fencing, Cricket, Dance, National Fitness Day, Sports Week, Sports Day</p> <p>Participating in more events outside of school – skipping, tennis (mixed and girls), football, rugby, SEND chn – Panathlon,</p>	<p>Children receive tailored sessions from a professional Staff become more confident with sports as well as activities to lead in lessons</p> <p>Children are more interested and keen to participate in special events. Gives chn the opportunities to experience new sports</p> <p>More chn are participating in physical activities More chn participated in competitive sports.</p>	

## Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	85%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	85%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>85%</p>	
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes</p>	<p>We have a hybrid group of y5/6 chn attending swimming in Summer term. The Y6 children had these as additional 'top-up' swimming lessons.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>N/A</p>	<p>Swimming lessons are taught at local swimming pool and their instructors.</p>

Signed off by:

Head Teacher:	<i>Laura Jackson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jennifer Smiles</i> <i>PE Lead</i>
Governor:	
Date:	12.07.24